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ABSTRACT

A study of the relationship between two distinct, yet intertwined populations (a university community and its surrounding community), their media use, and the ties they have to their respective communities moves research in this area forward both theoretically and methodologically. The study examined three university mass media: newspaper, television, and radio; and also considered other mass media forms, including posters and the campus Internet. The study investigated the way these two populations use the media and the effect the media have on the community attachment students have toward the university community and the community attachment residents have toward their local community. The campus media serve about 20,000 students at this southwestern university, where most are continuing students and only 1,078 live on campus. A random sampling of local residents (n=135) was chosen as respondents, and student respondents (n=164) were also chosen randomly. Questionnaires asked a series of questions to both groups about media use and results were compared. Comparisons revealed that students tend to use television and newspapers less than local residents, but students use their own university-based newspaper more than residents. A methodological goal accomplished was the modeling of media use and community attachment. The 10 models analyzing the impact of the types of media use on student and resident communities not only helped to support prominent ideas of communication and community, but also made some advancement, such as including a larger number of media forms in the analysis of community attachment. (Contains 25 references and 2 tables of data.) (NKA)

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THE USE OF UNIVERSITY-BASED & LOCAL MEDIA: MODELS OF COMMUNITY ATTACHMENT INVOLVING TWO COMMUNITIES

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THE USE OF UNIVERSITY-BASED & LOCAL MEDIA: MODELS OF COMMUNITY ATTACHMENT INVOLVING TWO COMMUNITIES

Colleges and universities serve several communities. The core university community is composed of several subcommunities including communities of students, faculty, staff, and administrators. But the surrounding neighborhood, city, county, state, nation, and world can also be understood as communities served by the university. This study tests several models of university-based mass media and local mass media and how they affect community attachment.

The mass communication activities that engage the student's university community and the surrounding community are essential for the growth and maintenance of both communities. In turn, the community attachment one has is essential to the maintenance of a civil, urban life. The present study of the relationship between two distinct, yet intertwined populations, their media use, and the ties they have to their respective communities moves research in this area forward both theoretically and methodologically.

This study examines three university mass media: newspaper, television, and radio. Also considered are other mass media forms, including posters and flyers and the campus Internet. The purpose of the study is to find out how students and the surrounding community audience use and are affected by the media based on a university campus. The study investigates the way these two populations use the media and the effect the media have on the community attachment students have towards the university community and the community attachment residents have towards their local community. The use of campus Internet links and campus billboards and kiosks is also considered. The study analyzes the use of these two "alternative" media among the student population and how they impact university community attachment.

A medium-sized southwestern university and its surrounding urban community are the cases for studying these relationships. Like many universities around the country, the one considered for this study has three mass media housed on its campus: a cable television station, a community radio station, and a newspaper that publishes semi-weekly when school is in session. There is no link, administrative or otherwise, between the three media. Other media outlets include kiosks and bulletin boards for posting announcements, posters, and flyers. The campus is also completely wired for faculty and student use of computerized mail, or e-mail (for electronic mail). Faculty have office outlets for their e-mail use and there are several clusters of computer terminals for student use. Students can also access the university computer network from their apartments and homes either on- or off-campus.

The dependent variable for this study is conceived as a measure of one's community attachment--either the campus community or the larger community surrounding the campus. Attachment is defined as a combination of personal identification with either of the two communities and affection for it (see Rothenbuhler, et al., 1996). Attachment implies that one feels like they are a part of the community. This means that belonging is positively evaluated in terms of how pleased one is with the community and one's degree of commitment to the community. In this way, the community and the person are articulated together with the community being a contingency for a person's happiness.

The Literature

A long history of social theory has underscored the significance of the relationship between various forms of mass communication and people's attachment to their community. The

bulk of the research looks at newspapers and people's ties to their community (Tocqueville, 1835/1961; Park, 1922; Janowitz, 1952/1967; Rarick, 1973; Stamm, 1985; Stamm & Fortini-Campbell, 1983; Stamm & Weiss, 1986; Collins-Jarvis, 1992; Chaffee & Choe, 1981; Shim & Salmon, 1990; Zhu & Weaver, 1989). This area of research has produced evidence pointing toward a fundamental connection between the individual and his or her community through newspaper usage (see Tocqueville, 1835/1961). Park (1922), for example, showed the significance of the foreign language press for both maintaining an immigrant community and assisting the process of integration into society at large. Janowitz (1952/1967) demonstrated how the weekly neighborhood press in Chicago helped readers have a greater sense of community identity and stronger affective ties to the community. The expectation here is that the residents' use of the local newspapers will enhance their attachment and positive feelings towards the university community.[1] Student use of the local newspapers is expected to enhance their attachment to the university community, but to a lesser extent than the residents' attachment to the larger, urban community. The reason for this is that the local paper, though it contains news about the university, is not specifically oriented around university news like the campus paper.

Much like the foreign language press studied by Park (1922) and the neighborhood press study by Janowitz (1952/1967), the student run newspaper at this campus is published for a specific audience: the campus population. There is no off campus delivery of the paper.[2] The

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[1]There are two local newspapers serving the city considered here. A morning newspaper is and an evening newspaper. The evening paper is the larger of the two papers in terms of circulation.

[2]At the time of this writing, the student newspaper was contemplating the distribution of the newspaper from boxes located around the periphery of the campus in order to gain a wider audience.

paper is published semi-weekly during the academic year. It is tabloid-sized and each issue is, on average, 12-pages long.

The campus newspaper is almost completely an in-house operation with an editor who is elected annually by the student body and who appoints all additional staff. The management staff includes a managing editor, sports, news, features, photography, and arts and entertainment editors. Each is paid and controls a small monthly budget from which they pay hired reporters and writers. The total staff consists of approximately 30 students. The mechanical process of layout is done on campus, but the paper is printed off-campus. By in large, the paper lacks a professional edge as it serves as a training-ground for novice journalists. Improvements in staffing have resulted in the paper gaining in respect in the eyes of the students as well as the community at large, according to the paper's editor (personal interview with the editor, 9/96).

The assumption is that the student newspaper enhances university-community attachment especially among those who read it a lot. It is also expected that the surrounding local residents who read the student newspaper also have greater attachment towards the larger urban community through their use of the student newspaper, but their feelings of attachment to larger community will be lesser than the students' feelings towards the university community.

The Electronic Media. Recently, a spate of research investigating television viewing has analyzed its impact on community ties (Olien, et al., 1978; Jeffres, et al., 1987; Finnegan & Viswanath, 1988; Viswanath, et al., 1990; Rothenbuhler, et al., 1996; Rothenbuhler & Mullen, 1996). The effect of television viewing on community ties is somewhat confounding. Some research shows that community involvement is positively associated with television use; local television news viewing specifically (Finnegan & Viswanath, 1988; Viswanath, et al., 1990;

Jeffres, et al., 1988). Others have found no significant relationship between television use and community attachment or involvement (Rothenbuhler, et al., 1996). According to Rothenbuhler, et al. (1996), the regional and national orientation of television makes television less conducive to the formation and maintenance of community ties than is possible with the more geographically specific newspapers--especially local newspapers. Use of community access television and local radio, as studied in this research, may, however, have a different causal relationship with community ties due to the greater local community orientation of an access channel. The impact of radio listening on community attachment is an area of research that is relatively untouched. Thus, assumptions about the relationship are based on the research of other media. In terms of the radio targets the local audience, it tends to resemble newspapers more than television, so assumptions here will be based on newspaper research rather than television research. Thus, one would expect that greater radio use among the two groups, students and the local residents, would result in a greater degree of community attachment.

The university studied for this research houses a 15,000 watt radio station located at 91.5 on the FM dial and a cable television station. The radio station broadcasts 24 hours a day, seven days a week and can effectively reach the entire urban community. The station is owned and operated by the Board of Regents and is noncommercial, nonprofit, and run by both students and other individuals from the local community.

To satisfy this diverse and ever-changing population, the radio station's mission provides (1) alternative, culturally diverse, entertainment, and informative programming to surrounding community; (2) training in all aspects of broadcast programming and management for students and community members; and (3) participation in and extension of the college's community

service, education, and outreach goals.

The radio station's programming consists of a mix of jazz, blues, alternative rock, folk, reggae, and other sundry musical formats. These are supplemented with a variety of specialty programming consisting of comedy, sports talk, alumni interviews, and Spanish and German language programming, for example. The diversity in programming reflects the diversity and changeability of the local market.

The television station is recognized in the community as the government and educational access channel. The county government actually owns the station but has granted the university permission to run its programming operations under a franchise agreement. So, the station's staff are entirely responsible for all management aspects of the station from programming to staffing.

The television station is on the air from 6pm to 11pm seven days a week. When the university is not supplying programming for the channel a C-SPAN network feed is carried.

The channel's programming consists of local government-related content such as city council meetings, county commission meetings, a talk show hosted by the mayor, and city and county news and informational programming. Other programs consist of student-produced programs such as a weekly newscast (during the school year),[3] a movie review show, and various other interview-style programs with local personalities and university faculty and administrators. Various other educational programming is obtained through the school's affiliation with The University Network--a consortium of about 200 universities with broadcasting facilities around the U.S.

Audience information is not currently available, yet the cable system on which the channel

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[3]The newscast's content is oriented around student and local community stories.

is carried reaches the entire urban vicinity. The channel's location between the local Fox affiliate and NBC also makes for a potentially large local audience who are channel surfing.

Other Media. The Internet and forms of posted hand-bills, flyers, and other such forms of communication, for the purposes of this study, are referred to as "other" forms of mass media.

Communication via computer is becoming increasingly popular on college campuses around the U.S. Used for both class assignments and private communication, students and faculty are using the Internet for a variety of purposes from research to communicating with each other (Raschko, 1996). Beyond the pragmatic purposes people use the Internet for, however, are the social, community enhancing functions. Though some would argue that the Internet is not conducive for community building (Beninger, 1987; Berry, 1993; Heim, 1992; Stoll, 1995), others assert that Internet use is community enhancing because it creates opportunities for expanding one's physical locality, thus the opportunity exists for new, genuine, personal relationships and communities (Pool, 1993; Parks & Floyd, 1996; Rheingold, 1993). This study explores the relationship between student use of computer mediated communication for university purposes and their feelings of attachment to the university-community.

Bulletin boards and kiosks are another form of communication considered for this study. They are located around the campus for the purpose of communicating information specifically to the university community. A variety of purposes are served through this communication method. A majority of the posters, flyers , and handbills contain advertising content--to join various organizations, publicize events and meetings both on and off-campus, advertise college political candidates for student senate offices, and other such personality contests such as Homecoming King and Queen. Advertisements for credit cards and banks are also seen in large numbers.

The use of the bulletin boards and kiosks is overseen by a university facilities users committee which has a "posting policy." The policy is, however, very hard to enforce. In fact, one may see posters and handbills in places not designated for posting such as sidewalks, buildings, fences, trees, lamp posts, walls, and other such places around campus. Announcements and ads for local eating establishments, weight loss, and coupons, are often illegally placed on car windshields around campus.

The impact of "other" forms of mass communication on community attachment is debatable. The literature on handbills, posters, and similar forms of communication is thin, but the roots of this research can be traced back to the study of leaflets done back in the 1950s as a part of a huge military study call Project Paul Revere (see Lowery & DeFleur, 1995). The basic objective in this rather wide-ranging study was to understand the effects of airplane-dropped leaflets as a form of communication. The project was militarily funded so the researchers explored the use of leaflets in the context of civilian populations and their role in emergency conditions. The aspect of this study is directly relevant to our current study traced the social pathways, or interpersonal networks of communication stimulated by the leaflets. In a sense, then, one might say that leaflets stimulated community involvement and interaction--which are related to the concept of community attachment as studied here.

The handbills, posters, and other such forms of printed communication are very similar in form as that of the leaflets studied in the Paul Revere Project. The only difference might be in the way the two media are delivered to their audiences--one rather haphazardly distributed via airplane and one more organized in its distribution to specific places for posting such material. If one assumes that leaflets cause a community to interact, thus causing the inhabitants to become

more attached to one another and the community at large, then one might also suspect that those who use the billboards and kiosks for reading the posted information on them might also be more attached to their community. In any case, this relationship is explored for this study.

The two mass media forms of newspaper and television, though dominant in the literature, do not cover the whole of the mass media environment and, therefore, some of the effects of this environment are being missed by communications research. This study covers a wider spectrum of the communication environment than many other studies of community attachment in order to further our understanding of the effects of a larger mix of communication forms on community ties. Through this analysis of the forms of mass media on an urban college campus, including television, radio, newspaper, and "other" forms of mass media and their impact on both the smaller university community and the larger local community, this study hopes to make a modest contribution to the communication and community literature.

Methods

Populations and Sampling. The campus media serve about 20,000 students registered for classes at the university considered for this study. The student body is composed of a majority of commuting students. Only 1,078 students live in on-campus housing. 52% of the student body is female and 54% of the students are part-time. About 6% of the students are of African American descent, with a similar percentage of Latinos, and Asian Americans. Approximately 21% of the student population are graduate students. The most popular majors, both graduate and undergraduate include Business and Economics, Liberal Arts, Education, and Hotel Administration, in roughly that order (The Office of Admissions, Fall, 1995 Headcount).

The sample taken from the local community in is made up of residents residing within the city's sprawling limits. As on of the fastest growing city in America, approximately 5,700 adults move to the area monthly. The population now exceeds one million residents. Demographically, the community consists of residents whose average age is 47, 52.7% are female, 75% are white, 9% are African American, and 11% are Hispanic. The majority of people have a high school degree and some college. The median household income is $36,710 (*1996 Las Vegas Perspective*, pp. 6-7).

A systematic random sample of residents was chosen from the area telephone book (N=135). A random starting point was determined then every nth name on every nth page in the telephone book was called. Student respondents were chosen in a similar way from a list of registered students supplied by the university's Registrar (N=164).

One questionnaire was designed for local residents and another, slightly different one was designed for the university students. Many questions on the two questionnaires were identical.

To assess media use, both questionnaires asked how many days do you read a local newspaper in an average week? How often did you read the university newspaper in the past month? How many hours do you listen to the radio in an average day? How many days in the past week did you listen to the university's radio station? How many hours of television do you watch in an average week? How many days did you watch the university television channel for at least 15 minutes in the past week? These items were all ratio-level variables, answerable along five- and six-point scales. There were also three questions that asked about the respondent's familiarity with the university media. These were dummy variable items with "no" and "yes" choices. They were added together to form a scale of university media familiarity. Respondents

were also asked about their familiarity with a number of specific university television programs. These dummy variables were also added together to form a scale of university program familiarity. In addition to these items, students were asked about specific intra-campus media usage dealing with bulletin boards and kiosks around campus, and their use of the campus Internet connections for university-based communication. These questions were short, ratio-level items ranging from "never" use to "frequently" use.

Another series of questions asked the local residents' about their length of residence and expected length of continued residence. The responses for these two items ranged from "less than six months" to the respondent's "whole life." The students' questionnaire differed from the local residents' for this item. First, students were asked if they lived on campus or not. Then they were asked how long have they been a student at the university and how much longer they expect to be a student at the university. The responses for these two items ranged from "less than six months" to "5 or more years."

Both groups of respondents were then asked about feeling a part of their respective communities; local residents feeling a part of the city in which they lived and students about feeling a part of the campus community. These two items, along with the previous two items about length of residence and continued residence formed an index of community attachment: one scale for students and one for the local residents.

Both groups of respondents were asked similar, though not identical, sets of questions regarding age, income, and sex.

Student and local resident media use were compared, then community attachment for each group was regressed on media use, familiarity with university-based media, and demographic

variables in a series of ten regression models. Each model analyzed specific independent variables rather than analyzing them enmasse. For each model a stepwise regression method was attempted. If the stepwise procedure found no variables meeting entry requirements for a regression equation (PIN = .05), then a forced entry method was used in order to report standardized beta coefficients for the model and check the model's goodness of fit.

Results

The alpha reliability of the community attachment indexes created for the local residents and the students was not as high as one would hope, but items, similar to those used in the two community attachment indexes, have been used extensively in previous research and have both construct and face validity. Also, indexes like them have been shown to be sensibly and interestingly embedded in a system of statistical dependencies (Rothenbuhler et al., 1996). Thus, both indexes of community attachment are retained and used in further analyses. The resident's index of community attachment (α=.70) proved to be more reliable than the student's measure of community attachment (α=.48). In fact, the "how much longer do you expect to be a student at (The University's Name)" item, was deleted from the student's index of community attachment to increase its reliability.

The resident's community attachment index ranged from five (low degree of attachment) to 20 (high degree of attachment) ($\bar{x}$=14.53; SD=3.72). The student's of community attachment (or attachment to their university) ranged from three (low degree of attachment) to 13 (high degree of attachment) ($\bar{x}$=7.88; SD=1.99).

The patterns of media use for each group were compared (see Table 1 below).

[Table 1]

In terms of media use in general, students tend to watch significantly less television ($\bar{x}$=2.21, SD=1.18) than local residents ($\bar{x}$=2.51, SD=1.09). Students also read the newspaper ($\bar{x}$=1.50, SD=1.28) significantly less than residents ($\bar{x}$=2.30, SD=1.57). Radio use between the two groups was not significantly different with both groups listening to two-to-three hours of radio on an average day ($\bar{x}$=2.74, SD=1.50, for students; $\bar{x}$=2.63, SD=1.58, for residents).

In terms of using the university-based media, student and local resident use goes down dramatically in comparison to general media use. Students and residents tend to use university-based media to about the same degree, except in the case of newspaper use where we find student use significantly greater than local residents ($\bar{x}$=1.54, SD=1.09, for students; $\bar{x}$=0.45, SD=0.85, for residents).

In terms of familiarity with university-based media, we see that students are significantly more familiar ($\bar{x}$=1.98, SD=0.88) with these forms of media than are the local residents ($\bar{x}$=1.13, SD=1.01). And except for a general lack of familiarity with specific university television programs, there is no significant difference between student and local resident familiarity.

A series of multiple regression models was used to determine what media use and familiarity factors and demographic variables significantly impact student attachment to their university community and local resident attachment to the community at large (see Table 2).

[Table 2]

Models 1 and 2 analyzed the impact of all media on student and resident community attachment respectively. Model 1 indicates that reading the local newspaper (β=0.44, p<.01) and listening to the university-based radio station (β=0.33, p<.05) significantly impact student attachment to the university community. These findings indicate some support for the findings of the classic newspaper studies showing that newspaper use increases community attachment. It is interesting, however, that the student's own newspaper had no impact on community attachment while use of the local newspaper did. The findings on radio listening support the assumption that increased use of radio positively impacts community attachment. No significant relationship is indicated between the community attachment students have for the university and alternative media use (e-mail use or use of billboards and kiosks). This finding supports the research on Internet use and community that finds little or negative impact of Internet use on community building, or people's sense of community.

Model 2 is basically a poor model of media use amongst local residents. The F statistics (F=0.82, sig=0.59) show that the regression model does not fit the data well. The relatively large coefficients for general television use (β=0.58, n.s.), general newspaper use (β=0.36, n.s.), and university-based newspaper use (β=-0.41, n.s.) with an associated nonsignificant t-value, indicates a problem of multicollinearity. In other words, two or more independent variables are highly correlated making it difficult to determine their separate effects on community attachment.

Models 3 and 4 analyze the relationship between general media use and student community attachment and local resident community attachment respectively. Model 3 shows that general newspaper reading (reading the local city's newspapers) positively impacts student attachment (β=0.17, p<.05). Television watching and radio listening have no significant impact

on the student's attachment to the university community. In Model 4 we see that newspaper reading also positively impacts residents' attachment to the local community. This contrasts to Model 2 in which we found no mass media impact on community attachment. Leaving university-based media use out of the regression equation appears to enhance the statistical effect of general newspaper reading on community attachment. In fact, the negative effect of university-based newspaper reading, as seen in Model 2, was probably canceling out the positive effect of general newspaper reading on community attachment. Eliminating university-based newspaper reading from the equation reveals the strong, significant influence of newspaper reading on community attachment for local residents. Models 3 and 4 corroborate past research findings which show a positive influence of local newspaper use on community attachment.

Models 5 and 6 exhibit the causal relationship between community attachment and the use of university-based media for students and residents respectively. Both models poorly fit the data. So, the use of university-based media has no significant influence on community attachment for either students or local residents. The assumption that student use of university-based media would positively impact community attachment, thus, finds no support.

Models 7 and 8 assess the relationships between familiarity with university-based media and community attachment for students and residents respectively. We see that data for Model 7 poorly fit the data. Thus, student's familiarity with campus-based media has relatively little to do with their attachment to the university community. In Model 8, however, we see that resident familiarity with the university's television station programs positively impacts community attachment.

Models 9 and 10 show the influence of demographic variables on community attachment

for students and residents respectively. Once again we see a poorly fitted model in the case of student demographic variables in Model 9. Neither age, sex, not income appear to significantly impact community attachment in the case of students. In Model 10 we find that the resident's age is positively associated with the resident's community attachment.

Discussion

This study accomplished several tasks theoretically and methodologically. Theoretically, it supported several ideas associated with a long history of communication and community research. It also furthered this area of research by comparing two communities and how their use of two types of mass communication influenced their attachment to their respective communities.

A comparison between the way students at a medium-sized southwestern university and residents from the local community use mass media in general, including television, radio, and newspapers, and university-based mass media of the same type revealed several significant findings. The study found that students tend to use television and newspapers in general, less than residents. On the other hand, students use their own, university-based newspaper more than residents. There is nothing surprising about this finding since the student newspaper is not systematically distributed outside of university grounds, although some copies probably find their way to the local population via haphazard distribution such as when students and faculty bring copies home, leaving them at local eateries, etc. In terms of familiarity with the university-based mass media, the study found that students tend to be more familiar in general than local residents, but not necessarily with specific programs on the university's cable access television channel.

An important methodological goal this study accomplished was the modeling of media use

and community attachment. The ten models analyzing the impact of the two types of media use (university-based vs. media in general) on student and resident communities not only helped to support prominent ideas of communication and community, but also made some advancements. One advancement was to include a larger number of media forms in the analysis of community attachment. The study helped to answer questions involving the impact of Internet use, radio listening, and billboard and kiosk use among students and their attachment to the university community. It found that listening to the campus radio station and reading the local newspaper (general newspaper use) have a positive impact on community attachment. Use of the Internet had no significant impact on community attachment, either positively or negatively. Use of billboards and kiosks around campus also had no significant impact on community attachment.

The study found that models of media use and community attachment can be tricky. One should be careful not to include too many variables in a regression equation as was found in the models of resident media use. The negative effect of one variable can cancel the positive effect of another variable as was the case with resident use of student newspapers and local newspapers. When use of student newspaper was left out of the equation, a strong positive influence of local newspaper use on community attachment was found.

The study also found some other interesting relationships of which there is little or nothing in the literature to help explain them. For example, it's interesting that resident familiarity with the university's television station programs positively impacted community attachment, but use of university-based television programming had no significant impact on community attachment. What is it about familiarity that distinguishes it from actual use of a medium in terms of community attachment? This relationship deserves further analysis.

The relationship between student attachment and university-based media use is also intriguing. In Model 1, which included all of the media use variables, we found that listening to the campus radio station significantly influenced attachment to the campus community. However, when regressing student community attachment just on university-based media use, as in Model 5, the significant effect of radio listening disappears. It appears, then, that an interaction between campus radio station listening and one of the three general mass media forms--television, radio, or newspaper use--enhances the effect of the campus radio station on community attachment for the students.

Beyond some of these interesting findings that have no past research to help explain them, there are several that support past findings in the area of communication and community. The strong influence of newspaper use on community attachment is evident in the finding from this study. The lack of influence of television use is also evident. Demographically, age had a strong positive influence on community attachment for residents. This finding supports past research that found age to be a key concomitant of the development of community attachment (Rothenbuhler, et al., 1996). As people age they become more settled and attached to their community.

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Table 1.
Comparison of Student and Local Resident Media Use.
(t-test Analyses).

	$\bar{x}$	SD	t	sig
General Media Use				
Student TV Use	2.21	1.18	-2.26	.025
Resident TV Use	2.51	1.09		
Student Radio Use	2.74	1.50	.64	.521
Resident Radio Use	2.63	1.58		
Student Newspaper Use	1.50	1.28	-4.79	.000
Resident Newspaper Use	2.30	1.57		
University Media Use				
Student TV Use	.40	.58	-1.84	.069
Resident TV Use	.58	.59		
Student Radio Use	.60	.98	-.40	.698
Resident Radio Use	.67	.91		
Student Newspaper Use	1.54	1.09	6.77	.000
Resident Newspaper Use	.45	.85		
Familiarity Items				
w/University Media in General--Students	1.98	.88	7.64	.000
w/University Media in General--Residents	1.13	1.01		
w/University TV Programs--Students	.76	1.23	-.83	.402
w/University TV Programs--Residents	.88	1.30		

Table 2. Community Attachment Regressed on Media Use, Familiarity, and Demographic Variables: Various Models. (Stepwise regression method use unless otherwise noted.)

	Model 1: Student Media Use: All Media Variables		Model 2: Resident Media Use: All Media Variables†		Model 3: Student Use of General Media Only		Model 4: Resident Use of General Media Only		Model 5: Student Use of University-Based Media†	
Variable	Coefficient	t-value	Coefficient	t-value	Coefficient	t-value	Coefficient	t-value	Coefficient	t-value
Intercept	6.15	11.62***	11.45	1.93	7.49	29.84***	12.87	20.53***	7.52	6.82***
General Media Use										
Television	-0.06	-0.37	0.58	1.31	-0.06	-0.67	0.10	1.02		
Radio	-0.13	-0.77	0.19	0.36	0.06	0.70	-0.10	-0.97		
Newspaper	0.44	2.92**	0.36	0.90	0.17	2.08*	0.29	3.18**		
University-Based Media Use										
Television	0.10	0.57	-0.02	-0.06					0.19	1.09
Radio	0.33	2.18*	-0.09	-0.28					0.20	1.03
Newspaper	0.06	0.36	-0.41	-1.34					-0.18	-0.09
Other Media										
General Internet Use	-0.07	-0.43							0.15	0.58
Campus Internet Use	-0.15	-0.86							-0.18	-0.66
Billboards/Kiosks	-0.04	-0.20							-0.11	-0.50
Adjusted R^2	0.21		-0.92		0.02		0.08		-0.06	
F	5.69		0.82		4.34		9.72		0.64	
Significance F	0.01		0.59		0.04		0.00		0.70	

*p<.05, **p<.01, ***p<.001

†Forced enter method applied because no variables met the minimum specifications for stepwise regression.

Table 2 (continued). Community Attachment Regressed on Media Use, Familiarity, and Demographic Variables: Various Models. (Stepwise regression method use unless otherwise noted.)

	Model 6: Resident Use of University-Based Media†		Model 7: Student Familiarity with University-Based Media†		Model 8: Resident Familiarity with University-Based Media		Model 9: Student Demographics†		Model 10: Resident Demographics	
Variable	Coefficient	t-value	Coefficient	t-value	Coefficient	t-value	Coefficient	t-value	Coefficient	t-value
Intercept	16.40	12.14***	7.62	18.58***	14.03	33.04***	8.46	14.68***	8.77	10.14***
University-Based Media Use										
Television	0.14	0.49								
Radio	-0.10	-0.34								
Newspaper	-0.30	-1.01								
Familiarity w/University Media										
Any Media			0.06	0.66	0.00	0.01				
Television Programing			-0.01	-0.13	0.21	2.18*				
Demographics										
Age							-0.01	-0.06	0.58	7.10***
Sex							-0.04	-0.41	0.16	1.61
Income							-0.13	-1.32	0.06	0.61
Adjusted R^2	-0.12		-0.01		0.03		-0.00		0.33	
F	0.58		0.22		4.77		0.91		50.29	
Significance F	0.64		0.81		0.03		0.44		0.000	

*p<.05, **p<.01, ***p<.001

†Forced enter method applied because no variables met the minimum specifications for stepwise regression.